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phies and to make additional suggestions as to their use, Mr. Atwood and Mrs. Thomas have published a teaching manual¹ to accompany these texts.

More than half the manual is devoted to answering the questions, map studies, and problems of the second book of the series. In the remaining seventy-two pages are discussed the point of view of the authors, the plan of the texts, the meaning of "regional treatment," the problem method, project work, the use of the pictures in Book II, home work, and a course of study in elementary geography.

The statement, "The authors . . . believe that the study of geography in the elementary school . . . should give . . . a real understanding of fundamental geographical principles and a definite power of interpreting their effect on human life" (p. 1), is illuminating, for it shows that the failure of the Frye-Atwood texts to outline the types of work which would best lead pupils to acquire this interpretive ability was not due to lack of the right ideal on the part of the authors.

For many teachers, probably the most valuable part of the manual is the section entitled "Type Problems." In giving concrete examples of the use of problems in teaching geography, this section gives the kind of help for which one searches in vain in the Frye-Atwood texts.

Thus, although a more helpful manual could be prepared, this one succeeds in making some suggestions for teaching elementary geography that are distinctly better than those in the texts it accompanies.

EDITH PARKER

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Compulsory education.—The revelations brought about during the world-war concerning the illiteracy and physical unfitness of a large portion of our male population came as a shock to the American people. Undoubtedly a large part of the illiteracy and physical unfitness may be attributed directly to our system of public education. Since our public schools are held responsible for the proper education of youth and since they have failed to accomplish such task in a highly efficient way, it seems reasonable to expect that educational programs will undergo change. Since these programs must, to a large degree, be determined in the light of the past, a historical survey of the process by which the state gradually assumed control of education and the labors of children should have both interest and value.

The scope and purpose of a recent study² along this line are well described in the following quotation:

It is the purpose of this study to trace in some detail the development of legislation for the control and compulsory education of children from its inception in the English

¹ WALLACE W. ATWOOD and HELEN GOSS THOMAS, *Teaching the New Geography*. Boston: Ginn & Co., 1921. Pp. iv+203.

² FOREST CHESTER ENSIGN, *Compulsory School Attendance and Child Labor*. Iowa City, Iowa: Athens Press. Pp. ix+263.

statutes for the restraint and industrial training of the children of the poor to its expression in the elaborate systems of universal, obligatory education with the accompanying elimination of child labor in the most progressive American states [p. 3].

The discussion in chapter i is confined to a brief consideration of the development of literary and industrial education in England from before the reign of Elizabeth to the beginning of the colonization of America. In the summary of the discussion eight important principles are enumerated which appear in American legislation regulating the schooling and employment of children. The development of compulsory education and child labor in the colonial period, and education and child labor in the early national period are briefly discussed in chapters ii and iii. The section dealing with the colonial period is limited to a few of the populous colonies of the North where the education of the children of the common folk was especially stressed. The chapter in which the early national period is treated is restricted to a small group of states which developed relatively large manufacturing interests and thus came to face the problems of child labor at an early date. The remainder of the monograph is devoted to a discussion of the development of employment and attendance in Massachusetts, Connecticut, New York, Pennsylvania, and Wisconsin. The reasons for selecting these five states are presented in the following quotation:

Massachusetts and Connecticut are included partly because they best illustrate the development in America of the old English customs as modified by Puritan ideals. In these two states manufacturing was early under way and the conflict between education and industry was first recognized. . . . New York, for obvious reasons, must be considered in such a study as this. Here the fight for and against the child has been waged on a large scale. . . . Wisconsin and Pennsylvania were chosen because first to establish state systems of compulsory continuation schools for children employed in certain types of industry. These states are not unique among the sisterhood of states except that they have advanced one step further than the rest in the development of universal compulsory education [pp. 4-5].

The study should prove of considerable value to students of education interested in the development of compulsory attendance and child-labor laws.

JAMES VAUGHN

Spelling survey.—Realizing the necessity of a careful measurement of the work of the schools, many systems have adopted the practice of periodic surveys of various phases of their school work. Following this plan, Newark, New Jersey, in a monograph¹ published by the Board of Education, gives the findings of a spelling survey, conducted by Elmer K. Sexton.

This survey of spelling was based upon words selected mainly from the Ayres list, except in the case of the seventh and eighth grades, where additional

¹ ELMER K. SEXTON, *Spelling Survey in the Public Schools of Newark, New Jersey*. Newark, New Jersey: Board of Education, 1920. Pp. 32.